

## FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

<p><b>USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT</b> <b>FOCUSED MONITORING IEP REVIEW</b> <b>PRESCHOOL DATA COLLECTION FORM</b> <b>NEW HAMPSHIRE DEPARTMENT OF EDUCATION</b> <b>FOCUSED MONITORING AND SPECIAL EDUCATION IMPROVEMENT PROCESS</b></p>
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Student:	DOB:	Disability:	NHSEIS #:
School:	District:	Grade:	Date:

**CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS**

Name:	Position:	Building Level or Visiting (circle one)
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Focused Monitoring (FM) is a two year district improvement process aimed at reducing the achievement gap between students with disabilities and their non-disabled peers while raising student achievement for all students. The purpose of FM is to ensure that children and youth with disabilities ages 3-21 are afforded a free appropriate public education (FAPE) and are provided opportunities to learn in the Least Restrictive Environment (LRE). FM ensures that students with disabilities have access to, can participate in, and can demonstrate progress within the general education curriculum, thereby improving student learning.

The IEP Review Process is designed to help teams examine the IEP for compliance with federal and state regulations and educational benefit. Ultimately, teams will determine whether the IEP contains the required elements, if it is reasonably calculated to provide educational benefit and whether the IEP is useful.

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Please provide a profile of the student, including his/her history, participation in Early Supports and Services (ESS), unique characteristics, relevant medical history, age of identification, length of time in current district, support programs, assessment performance (e.g. Preschool Outcome Measurement System (POMS), individual evaluations, classroom formative and summative assessments, etc.), attendance, discipline needs, etc. Also include any classroom teachers' input, patterns discovered and why this student's IEP was chosen for review in the selection process.

### DETERMINATION OF ELIGIBILITY

	YES	NO	N/A
1. Upon completion of assessments, did a group of qualified professionals and the parents determine that the child is a child with a disability <sup>1</sup> ?			
2. Is there evidence to support that the determination was not based on lack of appropriate instruction in reading or math or limited English proficiency?			
3. Is there evidence that the team drew upon, carefully considered and documented information from a variety of sources including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior?			
4. If the child transitioned from Early Supports and Services, did the school conduct its own evaluation? If the team used the ESS assessment data, discuss the process for determining eligibility.			
5. If the team determines that the student is identified with a Specific Learning Disability, what evidence does the team have that the determination was based on the district's LD Evaluation policy <sup>2</sup> ?			
Provide evidence regarding the determination of eligibility to support questions 1-5 above.			

<sup>1</sup> ED 1108.01 Determination of Eligibility for Special Education; 34 CFR 300.306 Determination of eligibility

<sup>2</sup> ED1107.02(b) Evaluation Requirements for Children with Specific Learning Disabilities; 34 CFR 300.307 Specific learning disabilities

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<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE<sup>3</sup></b>			
1. The purpose of the student profile is to provide essential information about the student that was used to support the decision to provide the special education program and services.	<b>YES</b>	<b>NO</b>	<b>N/A</b>
What is the evidence that the following sources were used to assess the student's present levels of academic achievement and functional performance <sup>4</sup> ?			
• Initial evaluation			
• 3 year re-evaluation			
• POMS			
• District-wide assessments			
• Classroom based assessments			
• Formative assessments (e.g. student work/portfolio)			
• Other, including observation or other special factors			
2. Were multiple measures used for decision-making when developing the IEP <sup>5</sup> ?			
3. Is there a statement on how the child's disability affects the child's involvement and process in the general education curriculum <sup>6</sup> ? For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.			
4. In developing each child's IEP, did the IEP team consider: <sup>7</sup>			
• The strengths of the child?			
• The concerns of the parents for enhancing the education of their child?			
• The results of the initial or most recent evaluation of the child?			
• The academic, developmental, and functional needs of the child?			
Provide the evidence that was used to support the decision to provide the special education program and services.			
<b>MEASURABLE GOALS AND BENCHMARKS/OBJECTIVES<sup>8</sup></b>			

<sup>3</sup> 34 CFR 300.301 Initial evaluations; 34 CFR 300.304 Evaluation procedures; 34 CFR 300.305 Additional requirements for evaluations and reevaluations; 34 CFR 300.306 Determination of eligibility; 34 CFR 300.310 Observation; 34 CFR 300.320 Definition of IEP; Ed 1107 Evaluation ; Ed 1109 The individualized education program

<sup>4</sup> Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

<sup>5</sup> Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

<sup>6</sup> Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

<sup>7</sup> Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures; CFR 300.305 Additional requirements for evaluations and reevaluations; CFR 300.306 Determination of eligibility

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	YES	NO	N/A
1. Is it clear that there is a relationship between the goals and student's needs, resulting from his/her disability, as described in the present levels of performance?			
2. Does the IEP include present level of academic achievement (baseline data) from which the goal will be measured?			
3. Does the IEP include present level of functional performance (baseline data) from which the goal will be measured?			
4. Are the annual goals measurable (i.e. contain criteria for measurable and achievable progress)? <ul style="list-style-type: none"> <li>Baseline data provided, either in the goal or the goal's present level of performance, to indicate the student's academic and functional performance levels (e.g. individual evaluations, curriculum based assessments, district wide assessments, etc.) from which the goal will be measured.</li> <li>The student's expected proficiency levels/targets are stated.</li> </ul>			
5. Does the IEP include academic goals? Are academic goals standards based (i.e. New Hampshire Early Learning Guidelines)?			
6. Does the IEP include functional goals? (i.e. If the student's disabilities impacts his/her functioning)			
7. Are there short-term objectives/benchmarks for the goal(s) <sup>9</sup> ?			
• Do the benchmarks or short-term objectives connect to the annual goals?			
• Are benchmarks or short-term objectives able to be used to measure the student's progress toward meeting the annual goals?			
8. Regardless of the student's placement/setting, do the goals, benchmarks/objectives meet the student's needs in order to:			
• Participate and make progress in the general education curriculum and appropriate preschool activities?			
• Participate in extracurricular and other non-academic activities?			
9. Are the goals and the objectives/benchmarks written in a manner useful to the general education teacher (specific, direct and clear) <sup>10</sup> ?			
10. Was the student involved in the development of the goals/program? (e.g. pre-conference, attendance at IEP meeting, etc.) <sup>11</sup>			
11. Was the general education teacher involved in the development of the IEP?			
12. Has the IEP Team considered Special Factors that need to be addressed in the IEP (behavior, ELL, Braille, communication, assistive technology and devices)?			
13. Does the IEP identify that the student's <b>behavior</b> impedes his/her learning or that of others?			
• If yes, is there a behavior plan, measurable behavior goals and/or strategies developed to address the student's behavior needs?			
14. Does the district have a written plan describing the process for early transition for children exiting family centered early supports and services which assures that any child who is potentially a child with a disability is evaluated and eligibility for special education is determined prior to the child's third birthday? <ul style="list-style-type: none"> <li>Did district staff participate in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday?</li> </ul>			

<sup>8</sup> 34 CFR 300.320 Definition of individualized education program; Ed 1109.01 Elements of the individualized education program

<sup>9</sup> IDEA 04 requires that IEPs of students taking the NH-ALPs have benchmarks or short-term objectives. NH Rules require all students have benchmarks or short-term objectives unless the parent determines them unnecessary for all or some of the child's annual goals.

<sup>10</sup> Not a requirement of Federal or State Special Education laws, rules or regulations.

<sup>11</sup> Not a requirement of Federal or State Special Education laws, rules or regulations.

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|--|--|--|--|
| <ul style="list-style-type: none"><li>• If the child is determined to be a child with a disability eligible for special education and related services, did the district develop and implement an IEP on or before the child's third birthday?</li><li>• Provide the evidence documenting the transition from Part C to Part B.<sup>12</sup></li></ul> |  |  |  |
| Provide the evidence that was used to support the responses indicating that the goals are measureable and benchmarks/objectives support the goals in a meaningful manner.  |  |  |  |

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<sup>12</sup> Ed 1109.01 (10) Elements of the Individualized Education Program

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<b>MEASURING PROGRESS<sup>13</sup></b>			
	YES	NO	N/A
1. Is the student's progress toward meeting annual goals measured in terms of the following:			
• What is being measured			
• How progress will be measured (e.g. tools, methods)			
• When the measurement will occur (e.g. weekly, quarterly, etc.)			
• Progress in the general education curriculum			
2. Is there a collaborative process between general and special educators for assessing student progress <sup>14</sup> ?			
3. Do the progress updates provide specific, meaningful, and understandable information on a child's progress that is easily understood by a broad audience, including student, parents and teachers <sup>15</sup> ?			
4. Does the IEP indicate when parents will receive reports on the student's progress toward meeting the annual goals?			
5. Is there evidence that the student is making progress sufficient to achieve the annual goals by the end of the IEP? <i>Please provide the evidence:</i>			
6. If the student did not make periodic/yearly progress, was there a process used to address the lack of progress (e.g. revisions to IEP, changes in services and/or instruction, etc)? <i>Please explain the changes to the IEP to address lack of progress:</i>			

<sup>13</sup> 34 CFR 300.320 Definition of individualized education program; Ed 1109 Elements of an IEP

<sup>14</sup> Not a requirement of Federal or State Special Education laws, rules or regulations.

<sup>15</sup> Not a requirement of Federal or State Special Education laws, rules or regulations.

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<b>ACCOMMODATIONS AND MODIFICATIONS<sup>16</sup></b>			
	YES	NO	N/A
<b>Ed 1102.01(b) Accommodation</b> <i>"Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.</i>			
1. Given the student's stated needs resulting from his/her disability, are there accommodations in the IEP that are critical to enabling the student to access and progress in the general education curriculum, appropriate preschool activities and nonacademic/extracurricular services, and that are written in a manner that is useful to the general education teacher (e.g. jargon free) <sup>17</sup> ?			
2. Are there accommodations in the IEP that are necessary to measure the academic and functional performance of the child on individual and classroom-based assessments?			
<b>Ed 1102.03(v) Modification</b> <i>"Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor <u>and</u> validity or rigor <u>or</u> validity, of the subject matter being taught or assessed.</i>			
1. Given the student's stated needs resulting from his/her disability, are there appropriate modifications in the IEP which enable the student to make effective progress in appropriate preschool activities and that are written in a manner that is useful to the general education teacher <sup>18</sup> ?			
2. Is the implementation of <b>accommodations/modifications</b> monitored? <i>Please provide the evidence:</i>			

<sup>16</sup> Ed 1113.08 (b) ; Ed 1109.01 Elements of an Individualized Education Program 34; CFR 300.320(a)(4) *Full access to general curriculum*

<sup>17</sup> Ed 1113.08 Curricula

<sup>18</sup> "written in a manner that is useful to the general education teacher" is not a requirement of Federal or State Special Education laws, rules or regulations.

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### SPECIAL EDUCATION AND RELATED SERVICES<sup>19</sup>

	YES	NO	N/A
1. Do the related services in the IEP address all the child's identified academic, developmental and functional needs (e.g. linked to the goals, assessment information, student present levels of performance, disability, etc.)?			
2. Do the related services specifically enable the child to make progress in the general education curriculum and appropriate preschool activities?			
3. Does the district provide appropriate instructional equipment, materials, assistive technology and devices if required as part of the child's special education related services or supplementary aids and services as stated in the IEP?			
4. Is the implementation of <b>special education and/or related services</b> documented and monitored? <i>Please provide the evidence:</i>			
5. Has a <b>complete</b> copy of the IEP been provided to each teacher and service provider having responsibility for implementing the IEP?			
Provide evidence that the supplementary aids and services (special education, related services, accommodations and modifications) are designed to enable the student to advance appropriately toward attaining annual goals and have access to, participate and make progress in the general education curriculum.			

<sup>19</sup> 34 CFR 300.34 Development of IEP; 1109.04 Copies of IEP and Evidence of Implementation; 1109.06 Monitoring and Annual Review of IEPs; 34 CFR 300.320(a)(4) Definition of individualized education program; Ed 1113.08 Curricula; Ed 1113.09 Equipment, Materials and Assistive Technology;

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<b>PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT<sup>20</sup></b>			
	YES	NO	N/A
1. Check the educational setting below in which the student is placed. (Educational settings per Bureau of Special Education FY'13 Memo #9.) <i>Please select one.</i>			
<ul style="list-style-type: none"> <li>• <b>Regular Early Childhood Program (at least 50% of the children are not eligible for special education) - A preschool child with a disability attends a regular early childhood program and special education and/or related services are provided in this setting.</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Home - A preschool child with a disability receives special education and related services in the principal residence of the child's family or caregiver.</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Service Provider Location - A preschool child with a disability receives special education and related services in a service provider location, such as a clinician's office or other outpatient facility.</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Special education program - A preschool child with a disability attends a public school special education program that has less than 50% children without disabilities. These may also include child care facilities, hospital facilities on an outpatient basis and other community- based settings.</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Separate school -A preschool child with a disability attends an approved private special education day program.</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Residential facility -A preschool child with a disability attends an approved residential special education program.</b></li> </ul>			
2. Does the IEP provide an explanation of the extent, if any, to which the student will NOT participate with nondisabled peers in the regular class and other educational settings, including nonacademic settings?			
3. In determining the Least Restrictive Environment, has the IEP team considered at least annually potentially harmful effects of possible placements on the student or on the quality of services which he or she needs <sup>21</sup> ?			
Provide evidence that the school district has ensured that to the maximum extent appropriate the student is educated with children who are non-disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily <sup>22</sup> .			

<sup>20</sup> 34 CFR 300.114 LRE Requirements; Ed 1111 Placement of Children with Disabilities; Ed 1111.01(a) Placement in the Least Restrictive Environment

<sup>21</sup> ED 1111.02 Placement Decisions

<sup>22</sup> ED 1111.01(a) Placement in the Least Restrictive Environment

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### LONGITUDINAL IEP REVIEW

**\*\*Please complete the Longitudinal Data *only* on this page with the school team prior to the IEP Review visit\*\***

**Preschool Outcome Measurement** is a federal requirement to determine the effectiveness of Preschool Special Education. School districts are required to select one of two approved assessments to measure the progress that preschool children with disabilities make as a result of special education supports and services. Please check the assessment this student was administered.

☐ Assessment, Evaluation, and Programming System for Infants and Children (AEPSi)

☐ Teaching Strategies Gold (TS Gold, Creative Curriculum)

Discuss the results of the initial and subsequent assessments in the three areas below.

Three child outcomes were adopted by the Office of Special Education Programs (OSEP) and reported on by all state early intervention (Part C) and preschool special education (Part B/619) programs as part of their Annual Performance Report (APR). Provide the assessment results as reported to the OSEP.

Positive social-emotional skills (including social relationships).

Acquisition and use of knowledge and skills (including early language/communication and early literacy).

Use of appropriate behaviors to meet their needs.

Initial Assessment Date:	Annual Assessment Date:	Annual Assessment Date:

**Directions: Begin by examining and answering all the questions below by comparing last year's IEP with this year's IEP.**

**Last Year's IEP**

IEP dates \_\_\_\_\_

**Current IEP**

IEP dates \_\_\_\_\_

	YES	NO	N/A	YES	NO	N/A
1. Do other data corroborate the results of the POMS?						
2. Is the IEP designed to address the student's social-emotional skills?						

**Last Year's IEP**

IEP dates \_\_\_\_\_

**Current IEP**

IEP dates \_\_\_\_\_

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	YES	NO	N/A	YES	NO	N/A
3. Using data, has this student made progress in social/emotional skills? <ul style="list-style-type: none"> <li>If so, are they the same as last year's?</li> <li>If different, have they been revised to reflect changing needs?</li> </ul>						
4. Is the IEP designed to support the acquisition and use of knowledge and skills (including early language/communication and early literacy)?						
5. Using data, has the student made progress in the acquisition and use of knowledge and skills? <ul style="list-style-type: none"> <li>If so, are they the same as last year's?</li> <li>If different, have they been revised to reflect changing needs?</li> </ul>						
6. Is the IEP designed to support the use of appropriate behaviors to meet the child's needs?						
7. Using data, has the student made progress in the use of appropriate behaviors to meet his/her needs? <ul style="list-style-type: none"> <li>If so, are they the same as last year's?</li> <li>If different, have they been revised to reflect changing needs?</li> </ul>						
8. What other changes were made to the IEP to reflect progress or lack of progress?						
9. If changes were made, do subsequent progress reports reflect <b>improved progress</b> in this/these area(s)?						

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<b>CONCLUSIONS</b>	<b>YES</b>	<b>NO</b>
<p>1. Considering the answers to each of the above, were you able to assess the degree to which the IEPs were reasonably calculated to result in the student's educational benefit (FAPE in the LRE - access to, participation and progress in the general education curriculum and appropriate preschool activities)?</p> <ul style="list-style-type: none"> <li>○ Explain</li> </ul>		
<p>2. Has this IEP review process informed future plans for this student's IEP and participation in the general education curriculum and appropriate preschool activities?</p> <ul style="list-style-type: none"> <li>○ Explain</li> </ul>		
<p>3. What can be done to improve this student's performance on the POMS and in the general education curriculum?</p>          		
<p>4. Describe how individual student performance/information is conveyed from preschool to kindergarten.</p>                      		

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**BASED ON WHAT YOU HAVE LEARNED FROM THIS IEP REVIEW PROCESS, PLEASE IDENTIFY THE STRENGTHS AND SUGGESTED IMPROVEMENTS OF YOUR CURRENT IEP PROCESS:**

STRENGTHS	IMPROVEMENTS